

Consolidated State Application May 1, 2003 Submission

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

Due: May 1, 2003



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Instructions for Completing the Consolidated State Application May 1, 2003, Submission

As described in the May 7, 2002, Consolidated State Application Package, States' submissions of their consolidated applications have been divided into multiple submissions and information requests. The information States are to provide in their May 1, 2003, consolidated applications is listed below. This list differs from the list in the Consolidated State Application form distributed in 2002 in that it excludes (1) the information that States were required to submit in their January 31, 2003, Accountability Workbooks, (2) the information States are to provide for Goal 5 (All students will graduate from high school), and (3) the information States are to provide regarding their objectives for student development and attainment of English proficiency. It also corrects an error in the application package. The 2002 application package indicated that performance targets for non-AYP indicators would be due in May 2003. It should have stated that both targets and baseline data for non-AYP indicators would be due in September 2003.

(1) Accountability Workbooks. States are expected to submit any outstanding accountability workbook information at the time and in the manner previously established by the Department.

(2) Goal 5 baseline data and targets. The Department is considering publishing an amendment to the Consolidated State Application regulations to require States to use the same definition for graduation rate that has been approved by the Department as part of the State's Accountability Plan under Title I, Part A of the ESEA. Therefore the submission date for baseline data and targets for Goal 5 is changed from May to September 2003.

(3) English Proficiency Objectives. Since many States have indicated that they will not have objectives related to student development and attainment of English proficiency by May, the Department is deferring submission of the objectives until September 2003.

Summary of Information Required for May 1, 2003 Submission

A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

1. Baseline data and performance targets for the following AYP- related indicators.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum by attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those

for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)

- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Baseline data and performance targets for all ESEA Goals and indicators not included in this May 1, 2003, submission will be due on September 1, 2003.

2. Baseline data and performance targets for any State identified goals and indicators.

B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

Consistent with the consolidated State Application Package distributed in Spring 2002, States are asked to submit the following information by May 1, 2003:

- 1a. Evidence that the State has:

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or
- disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.

- 1b. Detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

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1c. A detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

1d. A detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

This workbook format has been developed to facilitate preparation and submission of the information required in this May 1 submission. States may use this format or another format of their choosing provided that all required information is provided in a clear and concise manner. The deadline for submission of this application is May 1, 2003.

Transmittal Instructions

To expedite the receipt of this May 1, 2003, Consolidated State Application submission, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

Baseline Data for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide baseline data from the 2001-2002 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2001-2002 school year. States should provide baseline data on the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during 2001-2002.

*******Because Tennessee is on a timeline waiver for standards and assessments, the State will submit the required information for Performance Goal 1 in September 2003.***

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 3

Grade 3 Math	Percent of Students at Proficient or Advanced
Student Group	02-03 Baseline
All Students	79.5
African American/Black	63.8
American Indian/Native Alaskan	84.7
Asian/Pacific Islander	89.8
Hispanic	70.3
White	85.5
Other	80.0
Students with Disabilities	40.7
Students without Disabilities	84.2
Limited English Proficient	56.5
Economically Disadvantaged	69.7
Non-Economically Disadvantaged	88.5
Migrant	56.5
Male	78.4
Female	80.8

Grade 3 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	02-03 Baseline
All Students	80.7
African American/Black	68.5
American Indian/Native Alaskan	86.7
Asian/Pacific Islander	87.2
Hispanic	66.6
White	85.7
Other	80.5
Students with Disabilities	33.9
Students without Disabilities	86.4
Limited English Proficient	47.8
Economically Disadvantaged	71.1
Non-Economically Disadvantaged	89.6
Migrant	47.8
Male	76.6
Female	85.2

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 4

Grade 4 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

Grade 4 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 5

Grade 5 Math	Percent of Students at Proficient or Advanced
Student Group	02-03 Baseline
All Students	80.7
African American/Black	62.9
American Indian/Native Alaskan	83.0
Asian/Pacific Islander	91.2
Hispanic	73.2
White	87.4
Other	74.5
Students with Disabilities	38.1
Students without Disabilities	86.4
Limited English Proficient	54.7
Economically Disadvantaged	70.3
Non-Economically Disadvantaged	89.9
Migrant	63.9
Male	79.2
Female	82.3

Grade 5 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	02-03 Baseline
All Students	79.2
African American/Black	66.6
American Indian/Native Alaskan	24.6
Asian/Pacific Islander	88.3
Hispanic	67.4
White	84.2
Other	68.7
Students with Disabilities	30.1
Students without Disabilities	85.7
Limited English Proficient	40.7
Economically Disadvantaged	68.5
Non-Economically Disadvantaged	88.7
Migrant	54.9
Male	74.6
Female	84.1

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 6

Grade 6 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

Grade 6 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 7

Grade 7 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

Grade 7 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	NA
African American/Black	NA
American Indian/Native Alaskan	NA
Asian/Pacific Islander	NA
Hispanic	NA
White	NA
Other	NA
Students with Disabilities	NA
Students without Disabilities	NA
Limited English Proficient	NA
Economically Disadvantaged	NA
Non-Economically Disadvantaged	NA
Migrant	NA
Male	NA
Female	NA

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 8

Grade 8 Math	Percent of Students at Proficient or Advanced
Student Group	02-03 Baseline
All Students	79.3
African American/Black	60.5
American Indian/Native Alaskan	74.0
Asian/Pacific Islander	91.3
Hispanic	69.7
White	85.6
Other	67.5
Students with Disabilities	30.2
Students without Disabilities	85.9
Limited English Proficient	44.0
Economically Disadvantaged	66.1
Non-Economically Disadvantaged	88.4
Migrant	51.4
Male	76.5
Female	82.2

Grade 8 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	02-03 Baseline
All Students	79.7
African American/Black	65.0
American Indian/Native Alaskan	76.0
Asian/Pacific Islander	86.3
Hispanic	63.0
White	85.2
Other	72.1
Students with Disabilities	29.2
Students without Disabilities	86.5
Limited English Proficient	20.9
Economically Disadvantaged	67.0
Non-Economically Disadvantaged	88.5
Migrant	38.9
Male	74.4
Female	85.2

BASELINE STUDENT ACHIEVEMENT DATA: HIGH SCHOOL

High School Math	Percent of Students at Proficient or Advanced
Student Group	02-03 Baseline
All Students	76.9
African American/Black	55.7
American Indian/Native Alaskan	74.7
Asian/Pacific Islander	85.5
Hispanic	71.5
White	83.7
Other	69.6
Students with Disabilities	40.6
Students without Disabilities	79.1
Limited English Proficient	62.6
Economically Disadvantaged	65.0
Non-Economically Disadvantaged	83.1
Migrant	94.1
Male	76.6
Female	77.2

High School Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	02-03 Baseline
All Students	89.3
African American/Black	78.5
American Indian/Native Alaskan	84.7
Asian/Pacific Islander	89.7
Hispanic	89.1
White	90.9
Other	94.0
Students with Disabilities	48.2
Students without Disabilities	92.6
Limited English Proficient	59.3
Economically Disadvantaged	79.9
Non-Economically Disadvantaged	93.2
Migrant	60.5
Male	86.1
Female	92.5

Performance Targets for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide performance targets for the percentage of students who will be at or above the proficient level in mathematics and reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. Three sets of charts have been provided to accommodate States' varying plans for setting annual measurable objectives, with some States having the same annual measurable objectives for all grade levels in the State and other States having separate annual measurable objectives for elementary, middle, and high schools. At the top of each set of charts, please indicate the grades levels to which your annual measurable objectives apply.

STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)

GRADES: 3-8

Math	Percent of Students at Proficient or Advanced
2002-2003 Target	72.4
2003-2004 Target	72.4
2004-2005 Target	79.3
2005-2006 Target	79.3
2006-2007 Target	79.3
2007-2008 Target	86.2
2008-2009 Target	86.2
2009-2010 Target	86.2
2010-2011 Target	93.1
2011-2012 Target	93.1
2012-2013 Target	93.1
2013-2014 Target	100.0

Reading/Language Arts	Percent of Students at Proficient or Advanced
2002-2003 Target	77.1
2003-2004 Target	77.1
2004-2005 Target	82.8
2005-2006 Target	82.8
2006-2007 Target	82.8
2007-2008 Target	88.6
2008-2009 Target	88.6
2009-2010 Target	88.6
2010-2011 Target	94.3
2011-2012 Target	94.3
2012-2013 Target	94.3
2013-2014 Target	100.0

STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)

GRADES: HIGH SCHOOL

Math	Percent of Students at Proficient or Advanced
2002-2003 Target	65.4
2003-2004 Target	65.4
2004-2005 Target	74.1
2005-2006 Target	74.1
2006-2007 Target	74.1
2007-2008 Target	82.7
2008-2009 Target	82.7
2009-2010 Target	82.7
2010-2011 Target	91.4
2011-2012 Target	91.4
2012-2013 Target	91.4
2013-2014 Target	100.0

Reading/Language Arts	Percent of Students at Proficient or Advanced
2002-2003 Target	86.0
2003-2004 Target	86.0
2004-2005 Target	89.5
2005-2006 Target	89.5
2006-2007 Target	89.5
2007-2008 Target	93.0
2008-2009 Target	93.0
2009-2010 Target	93.0
2010-2011 Target	96.5
2011-2012 Target	96.5
2012-2013 Target	96.5
2013-2014 Target	100.0

STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)

GRADES: _____

Math	Percent of Students at Proficient or Advanced
2002-2003 Target	
2003-2004 Target	
2004-2005 Target	
2005-2006 Target	
2006-2007 Target	
2007-2008 Target	
2008-2009 Target	
2009-2010 Target	
2010-2011 Target	
2011-2012 Target	
2012-2013 Target	
2013-2014 Target	

Reading/Language Arts	Percent of Students at Proficient or Advanced
2002-2003 Target	
2003-2004 Target	
2004-2005 Target	
2005-2006 Target	
2006-2007 Target	
2007-2008 Target	
2008-2009 Target	
2009-2010 Target	
2010-2011 Target	
2011-2012 Target	
2012-2013 Target	
2013-2014 Target	

Baseline Data and Performance Targets for Performance Indicator 1.3

In the following chart, please provide baseline data and performance targets for the percentage of Title I schools that make adequate yearly progress. For baseline data, please indicate the percentage of Title I schools that made adequate yearly progress in the 2001-2002 school year, based upon the 2001-2002 school year test administration. For performance targets, please indicate the percentage of Title I schools that will make adequate yearly progress from the 2002-2003 school year through the 2013-2014 school year.

Baseline Data and Targets	Percentage of Title I Schools Making Adequate Yearly Progress
2001-2002 Baseline	Data not available
2002-2003 Target	45.2
2003-2004 Target	49.8
2004-2005 Target	54.4
2005-2006 Target	59.0
2006-2007 Target	63.6
2007-2008 Target	68.2
2008-2009 Target	72.8
2009-2010 Target	77.4
2010-2011 Target	82.0
2011-2012 Target	86.6
2012-2013 Target	91.2
2013-2014 Target	100.0

2. Baseline data and performance targets for any State identified goals and indicators

If your State included any State identified goals and indicators in its June 2002 consolidated State application submission, please provide baseline data and performance targets for those goals and indicators below.

BASELINE DATA AND PERFORMANCE INDICATORS FOR STATE IDENTIFIED GOALS AND INDICATORS

Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

0 Source: 2003 Annual Report of Zero Tolerance Offenses/Unsafe School Choice Policy

4.2 Performance indicator: The percentage of students who carried a weapon (gun, knife, club) on school property (in the 30 days prior to the survey).

21.3 % Source: 2003 YRBS Tennessee High School Survey

4.3 Performance indicator: The percentage of students who engaged in a physical fight on school property (in the 12 months preceding the survey).

28.3 % Source: 2003 YRBS Tennessee High School Survey

4.4 Performance indicator: The percentage of students offered, sold, or given an illegal drug on school property (in the 12 months preceding the survey).

24.3 % Source: 2003 YRBS Tennessee High School Survey

4.5 Performance indicator: The number of incidents involving the possession or use of illegal drugs on a school campus or at a school-sponsored event as defined and reported on the Annual Report of Zero Tolerance Offenses.

2291 Source: 2003 Annual Report of Zero Tolerance Offenses

4.6 Performance indicator: The number of incidents involving the possession of a firearm on a school campus or at a school-sponsored event as defined and reported on the Annual Report of Zero Tolerance Offenses.

83 Source: 2003 Annual Report of Zero Tolerance Offenses

B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1a. Please provide evidence that the State has:

- **adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or**
- **disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.**

STATE RESPONSE

Tennessee's State Board of Education has adopted challenging content standards in reading/language arts and mathematics for grades 3 through 8 that are consistent with section 1111(b)(1). These standards can be found at the Department's website at www.state.tn.us/education/ci/cicurassessedstandards.htm.

1b. Please provide a detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

STATE RESPONSE

Tennessee's State Board of Education has adopted challenging content standards in science that are consistent with section 1111(b)(1). These standards can be found at the Department's website at www.state.tn.us/education/ci/cicurassessedstandards.htm.

1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

STATE RESPONSE

Tennessee issued a Request for Proposal (RFP) for a new assessment system for grades 3-8. This RFP, which requires potential vendors to submit proposals which will meet the requirements in Section 1111(b)(3) in grades 3 through 8, is available for review on the Department's website at www.state.tn.us/education/tsrfpinfo.htm. The Department is currently evaluating submitted proposals. The new assessment system will be implemented in Spring 2004 for all content areas, reading/language arts, math, science, and social studies.

The high school test for mathematics, Gateway Math, and the high school tests for language arts, Gateway English and 11th grade writing assessment, have already been implemented. Information about those tests can be found on the Department's website at www.state.tn.us/education/mtest.htm.

Local educational agencies are involved with the development and implementation of our assessments in the following ways:

1. they approve and revise all of our criterion-referenced items;
2. they review all criterion-referenced items for bias; and,
3. they participate in the standards setting process.

1d. Please provide a detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

STATE RESPONSE

Tennessee will set its academic achievement standards in mathematics and reading/language arts for grades 3, 5, and 8 in consultation with LEAs in July 2003.

Academic achievement standards for science in consultation with LEAs will be set in July 2004.

Academic achievement standards for the writing assessment given in grades 5, 8, and 11 have already been set. Academic achievement standards for Gateway Math and Gateway English have also been set. The State always consults with representatives from LEAs in the setting of achievement standards.